







interviews. This was the HLP that occurred most frequently in the analyzed video.

Table 4. *HLPs Discussed by Interns in Each Interview*

	Initial	Post 5-week	Mid-year	End of year
<b>Erica (PBEA)</b>				
Facilitating classroom talk		X		X
Engaging students in investigations		X		
Linking concepts & phenomena			X	
Eliciting students' ideas				X
<b>Josiah (PBEA)</b>				
Connecting concepts to students' lives	X		X	
Facilitating classroom talk			X	X
Linking concepts & phenomena			X	
<b>Quentin (GSA)</b>				
Engaging students in investigations	X	X	X	X
Connecting concepts to students' lives			X	X
<b>Sung (GSA)</b>				
Facilitating classroom talk		X		X
Eliciting students' ideas		X	X	

#### IV. DISCUSSION

Four undergraduate physics majors participated as interns in high school STEM academy classrooms to explore teaching as a career. These physics majors had opportunities to observe and participate in high-leverage science teaching practices, particularly the HLP of facilitating classroom talk. The types of HLPs that interns had opportunities to observe

and/or participate in during the internship were consistent across the two academy contexts. This is important since prior research has shown that teaching practices aligned with reforms are often lacking in preservice field experience classrooms [3, 5, 6]. This study provides evidence that STEM academy classrooms as sites for early field experiences can expose potential physics teachers to reform-based teaching. However, this was only a small case study of two STEM academies. Further research that examines other STEM academies as contexts for field experiences is needed.

The interns inconsistently addressed HLPs in their discussions of effective science teaching—this is to be expected since the interns were novices with developing visions of effective science teaching. However, after participating in the internship, all four physics majors added ideas consistent with at least one HLP into their “visions” or conceptions of effective science teaching. Factors such as continued participation and length of time spent in classrooms were not considered and are important to examine in future research. For example, Erica, Josiah, and Quentin continued to participate at their placements after the five-week intensive, throughout the academic year, while Sung did not. Continued participation may be important since Josiah and Quentin did not address additional HLPs in their discussions in the post 5-week intensive interview, but did incorporate additional HLPs in later interviews.

This was an exploratory study to provide groundwork for more in-depth analysis. This study did not examine how the interns made sense of HLPs nor how the interns made sense of their experiences. These questions will be explored in future analyses. Further, as a small case study of four interns' participation in two field experience contexts, findings cannot be generalized to larger populations. However, it is promising that the potential physics teachers in this study were able to incorporate ideas aligned with HLPs into their visions of science teaching after participating in innovative classroom contexts where these reform-based, high-leverage teaching practices were apparent.

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